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ABSTRACT

A project provided three types of supportive services to adult education programming in the State of New York. The first component of the project was the development of a literacy information and referral system to link potential students and volunteers with program providers. The second phase of the project involved the development and installation of a computerized database system for adult education. The database (which contained information about approximately 270 service providers) was used in conjunction with a toll-free hotline. Callers to the hotline were provided with needed information at the time of their calls. In addition, a system of computer-generated reports was developed to inform providers of caller interest and to provide callers with more details about program referrals on a regular basis. Monthly reports were also distributed to providers in an effort to identify the hotline's general effectiveness and the rate at which it is responsible for generating increased enrollments in adult education programs. During the initial project year, 2,766 callers were referred to 211 adult education providers. The project's third focus was on support for regional staff development activities. These were developed and implemented at the regional level but were under the leadership of staff members from the Bureau of Adult and Continuing Education of the New York State Department of Education. Administrative and consultative services were provided along with nearly 30 different events (including workshops, conferences, and training sessions). Approximately 400 teachers and administrators participated in these activities. (MN)

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Date of Transmittal:

From: Bureau of Adult and Continuing Education
Program Development, New York State Education Department, Albany, New York 12234

Bureau Contact Person: Carol Jabonaski
Phone Number: (518) 474-8940

Name of Report: Final Evaluation Form for Adult Education Act, Title XIII, Section 310 Projects

Funding Year: 1986-87

Amount of Grant: $130,989

Project Number: 019-87-0006

Project Title: Support Systems for Adult Education

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Telephone: (518) 442-5590

Person Preparing Report: Dr. Gene Winter

Brief Description of Project:
Project supported: 1. the development of a Literacy Information and Referral System to link potential students and volunteers to program providers, 2. the development and installation of a Computerized Database System for adult education; 3. support for regional staff development activities designed and implemented at the regional level under the leadership of Bureau staff members.

Attachments:
Final Report
New York State Literacy Hotline
1986-87 Summary of Activities

CE049555

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ALBANY, NEW YORK 12234

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DIVISION OF CONTINUING EDUCATION
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ADULT & CONTINUING EDUCATION
PROGRAM DEVELOPMENT
SEP 11 1987

Final Evaluation Form
for
Adult Education Act, Title XIII
Section 310

Within 30 days of project completion, please submit 5 copies of this report to:

Bureau of Community and Continuing Education
New York State Education Department
Albany, New York 12234

Project No. 019-87-0006

Project Title Support Systems for Adult Education

Organization ~~Two-Year College Development~~ Center, University at Albany

Person Preparing Report Dr. Gene M. Winter Date August 31, 1987

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance..."

All Special Projects and Adult Education Personnel Training Projects funded by the Division of Continuing Education must be operated in compliance with these two titles.

Revised

ABSTRACT

This project has three distinct components: 1) the development of a Literacy Information and Referral System to link potential students and volunteers to program providers, 2) the development and installation of a Computerized Database System for adult education, and 3) support for regional staff development activities designed and implemented at the regional level under the leadership of Bureau staff members.

A toll-free 800 telephone number was operated to provide information to callers who are motivated to call by the national campaign of Project PLUS and the State publicity campaign that will be developed to supplement it and further promote adult education opportunities in New York. This information service provides the personal connection necessary to follow through on the interest and the promises generated by the publicity campaigns.

The computerized database system enhances the information management and reporting functions of the State Education Department and furthers the development of a statewide information system to support adult education programs. The regional staff development programs address problems and promote skill attainment by teachers and administrators in local programs. All three components were carried out in close cooperation with staff of the Bureau of Adult and Continuing Education Program Development.

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Introduction

This project is in every way a collaborative effort with Bureau staff. The activities of the Literacy Hotline and the computerized database segments of the project are reported in detail in later sections.

Support for Staff Development

The third component, support for regional staff development, was carried out in cooperation with the Bureau staff who supervize various regions of the State.

The project provided administrative support and consultative services to Bureau staff members. Nearly 30 different events; workshops, conferences, and training sessions, occurred in addition to planning meetings and follow-up visitations. Approximately 400 teachers and administrators were involved in these activities.

A sense of the scope of the activities may be seen from the expenditure summary listed below. It should be noted that the lack of activity in the Hudson Valley-Capital District Region was due in large part to a Bureau staff vacancy. Also, staff development activities in the Long Island and Finger Lakes Regions were not included in this project.

Expenditure Summary by Region

New York City		$10,197.16
Consultant Services	$3,975.00	
Trainer/Training Fees	2,375.00	
Travel	3,676.87	
Supplies	170.29	
Western New York		$ 5,010.64
Consultant Services	$2,785.00	
Conference Expenses	1,105.02	
Travel	1,116.05	
Supplies	4.57	

Central-Northern-Mohawk		$ 3,327.54
Consultant Services	$1,140.00	
Conference Expenses	$2,187.54	
Hudson Valley-Capital District		$ 500.00
Consultant Services	$ 500	

The objectives of the staff development activities were set by the regions under Bureau staff leadership. The activities were planned to meet those objectives. The details of these plans and judgments of their effectiveness are part of each Bureau staff member's report. They are not included here to avoid unnecessary duplication.

NEW YORK STATE LITERACY HOTLINE

1986-1987 Summary of Activities

Prepared by
Joan Oliver, Hotline Coordinator

Two-Year College Development Center
University at Albany
State University of New York

July 1987

ABSTRACT

On September 2, 1986, in conjunction with the initiation of Project Literacy U.S. (PLUS), the Two-Year College Development Center established the New York State Literacy Hotline and began operating the toll-free referral service with support from the Bureau of Adult and Continuing Education Program Development. Operating with a computerized database of approximately 270 providers, it serves the State, excluding the New York City area where service is provided through the referral number of the Literacy Assistance Center. Callers are provided with information about local programs, based on level and need, usually at the time of their call. A system of written reports was developed, utilizing an Apple IIe loaned to the project, that informs providers of caller interest, and provides callers with more details about program referrals on a regular basis. In addition, monthly reports are distributed to providers in an effort to identify the rate of enrollment and general effectiveness of the Hotline system. Monthly summaries of Hotline activity are distributed to key colleagues interested in literacy, as well as the sponsoring agency. This report summarizes the monthly reports and supplements that information with additional analysis of calls and referrals.

Introduction

The New York State Literacy Hotline was established in September 1986 in an effort to provide adult learners in the State, excluding the five boroughs of New York City, with program information appropriate to their educational need and locale. During this, the initial project year, 2,766 callers were referred to 211 providers.

The referral process was expedited through a database of providers developed by the Bureau of Adult and Continuing Education Program Development. The hardware used for the project, an expanded Apple IIe, was loaned by Apple Computer, Inc., in response to a proposal developed by Dr. Kim Fareri, Adult Learning Services, State Education Department. With the cooperation of Peter Stoll, Ph.D., Assistant Director, Center for Learning Technologies, the Apple IIe was secured and assistance from the New York State Teacher Summer Business Training and Employment Program was arranged for entering the provider database on the computer. The Appleworks database management system was modified and installed by George Casler also of the Center for Learning Technologies.

Problem Statement

As awareness of illiteracy in the nation is raised, and adult education programs promoted, the best method of linking the public with the State's available resources is a major concern. In light of Project PLUS and the State's planned promotional campaign, a toll-free Hotline was determined to be an essential component of adult educational program delivery. The method and type of installation, as well as a system of referral and follow-up were preliminary issues to be addressed; once established, the ongoing delivery of service to callers and providers became the focus of the project.

Activities

In preparation for the September 2, 1986 telephone start-up date, project staff, in collaboration with staff from the Center for Learning Technologies, developed and designed the necessary forms and reports for the computerized referral and follow-up system. Based on research of other already established literacy hotlines and special local needs, a database of New York State literacy providers was created using the Appleworks software package. Primary access to the database of providers is by caller zip code which has proven to be a most efficient approach.

A second database system was also developed in the same manner for recording caller information. At the time of call, information about the caller is recorded on cards and the referral made. That information is entered in the computer and maintained in monthly files. From this caller database numerous reports are generated and distributed, including the charts and tables included here that summarize Hotline activity.

Other activities accomplished prior to the September start-up of PLUS involved a mailing to all television and radio stations in the State informing them of the Hotline and encouraging its use on the air. (This mailing was repeated in November.) Providers were also contacted and informed of the

Hotline and requested to provide current, complete information about their programs. This was later entered in the database and is updated as necessary.

On a daily basis project staff handle inquiries to the Hotline about educational programs, volunteer opportunities and a variety of information requests. The Hotline is generally "personed" Monday through Friday from 9 a.m. to 4 p.m. with extended coverage during peak programming times. During off hours, callers are invited to leave their name and number on an answering machine or to call back during hours of operation. This system proved adequate to local needs with an average of 8.95% of all calls received by the answering machine.

Throughout the year project staff maintained contact with national, state and local literacy efforts. Monthly reports were distributed to the Contact Literacy Center, the PLUS Eastern Regional Office; New York City's Literacy Assistance Center, the New York You Can Read Project, as well as the State's Adult Learning Services Office and the sponsoring agency. In addition, project staff was involved with the local PLUS activities as a member of the Task Force, collaborated with the New York You Can Read Project; and addressed various professional, civic and fraternal organizations about Hotline activity.

Presentation of Data

Depicted in Table 1 are the details that make up the total 2,766 calls to the Hotline. The 716 calls referred to New York City are largely the result of callers to the Contact Literacy Center (1-800-228-8813) being directed to the State, rather than City, referral number. Figure 1 depicts percentages of the totals in Table 1.

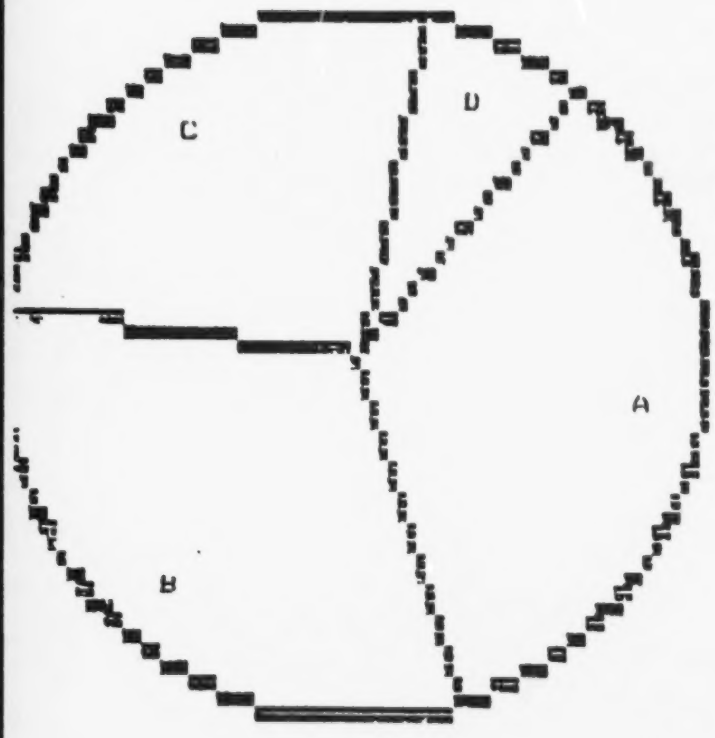
Table 1

Summary of Referral Activity
(September 1986 - June 1987)

	Students	Volunteers	Information	New York City	Total
September	222	246	79	195	742
October	109	162	31	101	403
November	61	70	15	60	206
December	54	40	10	24	128
January	107	87	13	70	277
February	103	85	28	72	288
March	72	56	14	42	184
April	118	62	16	59	255
May	51	36	10	25	122
June	41	48	4	68	161
Total	938	892	220	716	2766

Figure 1

1986-1987 DISTRIBUTION OF INQUIRIES
New York State Literacy Hotline (N=2766



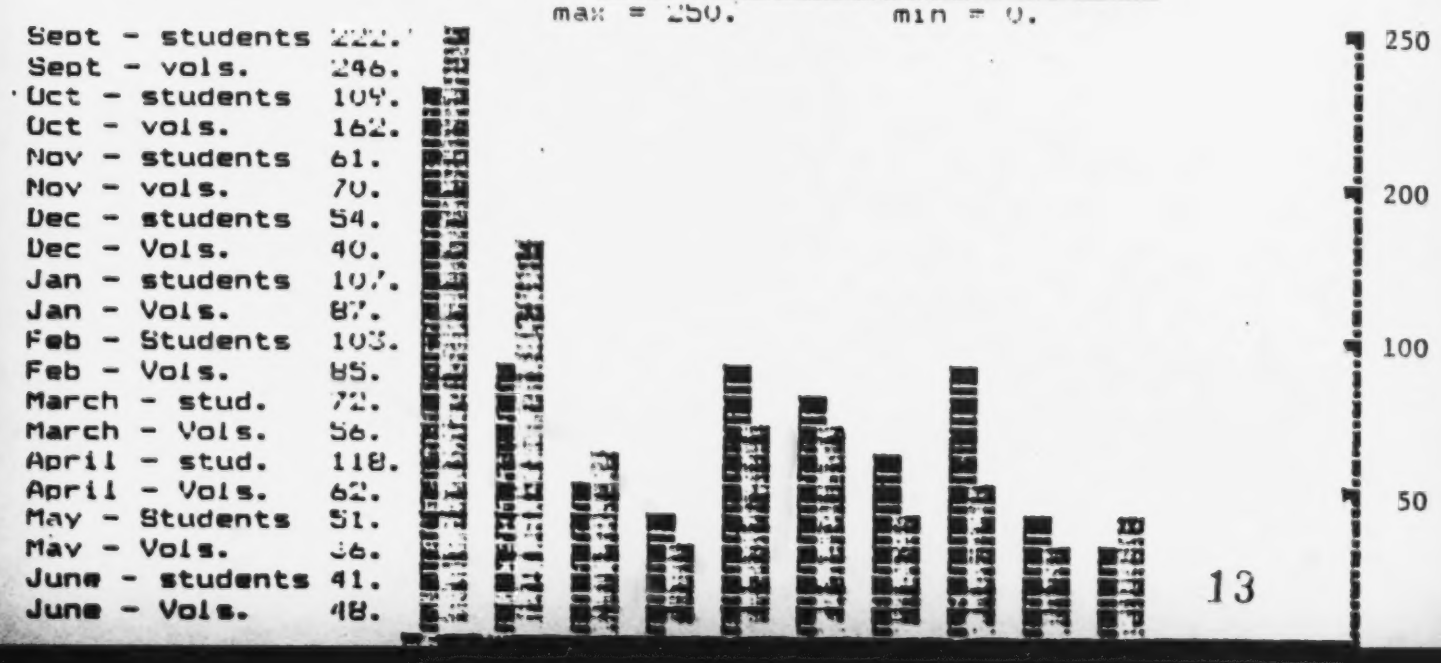
Caller Categories	Number	Percer
A STUDENTS	938	33.9
B VOLUNTEERS	892	32.2
C NEW YORK CITY	716	25.8
D INFORMATION/OTHER	220	7.9

Figure 2 further delineates the information presented in Table 1 by isolating the student/volunteer calls and presenting that information in a graph format. The kick-off months show the highest caller numbers.

Figure 2

STUDENT/VOLUNTEER DISTRIBUTION

max = 250. min = 0.



Since callers do not always provide their name and address to the Hotline, client files are maintained on fewer callers than the total who inquire of the Hotline for information. Table 2 details the breakdown of clients in the database.

These 1,759 people were referred to 2,638 programs (see Appendix A), an average of 1.5 programs per person. Many only received one referral, others received three or four, while most received two.

Table 2

Client Records in Database
(September 1986 - June 1987)

	Students	Volunteers	Info/Other	Total
September	219	242	24	485
October	98	162	7	267
November	55	68	8	131
December	51	40	-	91
January	95	83	4	182
February	102	83	9	194
March	71	50	3	124
April	91	58	4	153
May	49	34	3	86
June	40	48	-	88
Subtotal	871	868	62	1801
Less duplicate client records*	31	9	2	42
TOTAL	840	859	60	1759*

*When three or more referrals are made, a duplicate client record is required.

B

Figure 3 depicts the frequency of the type of program callers sought or would be appropriate for them based on information given during the call.

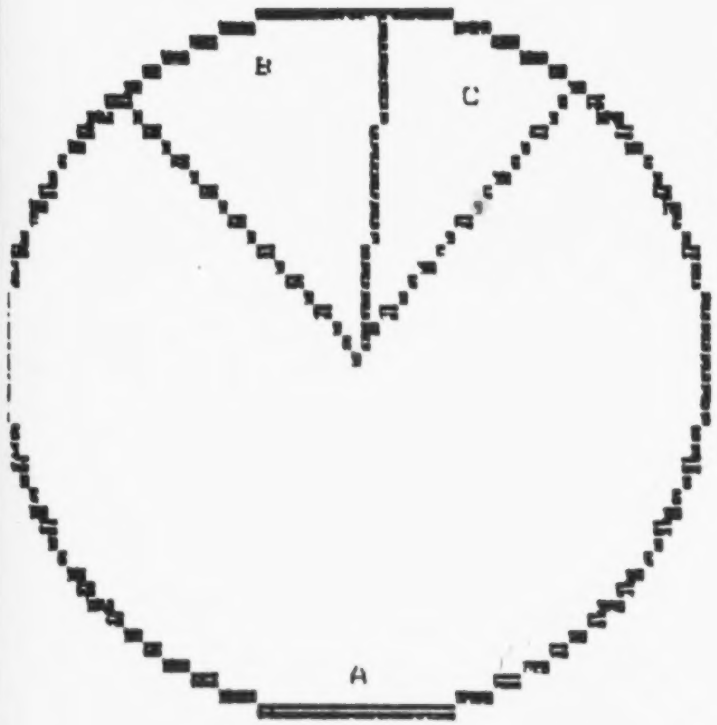


Figure 3

DISTRIBUTION OF STUDENT INQUIRIES
NEW YORK STATE LITERACY HOTLINE (N=871)

Program	n	%
A ABE	675	77.5
B GED	114	13.0
C ESL	82	9.4

An attempt was made to record the source of calls to the Hotline. Even though this was not consistently available, some indication of the effectiveness of various means of publicity can be observed as detailed in Figure 4. The data clearly show the impact of television compared to other sources of information.

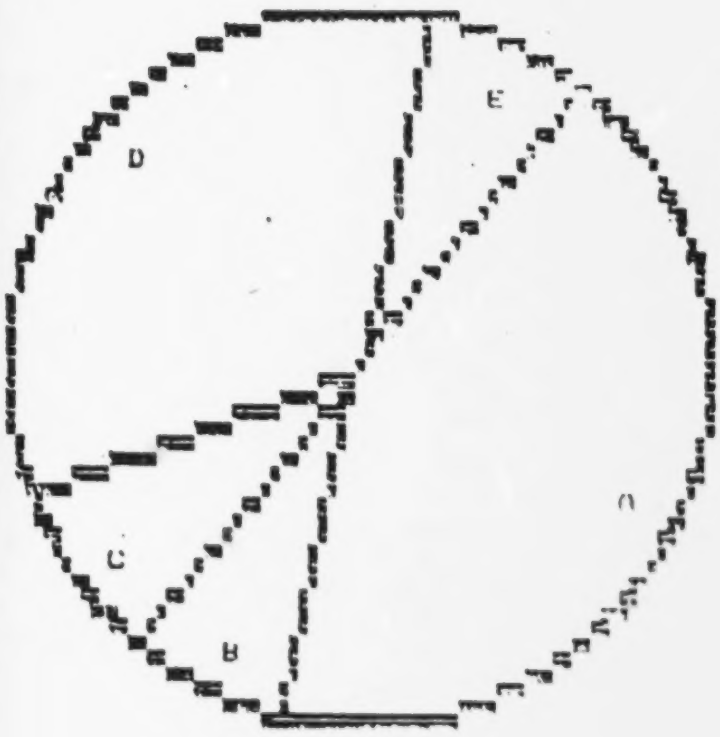


Figure 4

Source of Inquiry

New York State Literacy Hotline (N=180

A TELEVISION	768.	42.
B PRINT	132.	7.
C National Hotline	149.	8.
D Info. Not available	615.	34.
E RADIO	46.	2.
E CALL BACKS	12.	0.
E INFORMATION (AT&T,et	5.	0.
E Friends, Relatives.	31.	1.
E New York City Hotlin	20.	1.
E Price Chopper Bags	22.	1.

Table 3 details the geographic distribution of clients in the database. In general there is a correlation between population density and volume of calls; in some cases, however, this is not the case. These inconsistencies are largely the result of more vigorous promotion of programs on a local level.

Table 3

Geographic Distribution of Clients in Database

September 1986 - June 1987

Total Calls	Area	P.O. Zips Covered	Students	Volunteers	Other
582	Long Island	115, 117, 118, 119	279	290	13
340	Westchester/ Suffern	105 - 109	141	188	11
260	Albany/Glens Falls	120 - 123, 128	115	140	5
171	Buffalo	140 - 143	108	57	6
131	Rochester	144 - 146	78	51	2
103	Poughkeepsie/ Monticello	124 - 127	43	54	6
62	Syracuse	130 - 132	25	35	2
35	Utica	133 - 135	18	10	7
27	Jamestown	147	20	7	-
16	Binghamton	137 - 139	6	9	1
15	Elmira	148 - 149	3	10	2
11	Watertown	136	2	6	3
6	Plattsburgh*	129	2	2	2
TOTAL 1759			840	859	60

*An 800 number serving Clinton, Essex and Franklin Counties (221-1980) received the following calls: Total - 42; Students - 7; Volunteers - 20; Other - 15.

VI. Survey Results

In an effort to determine the effectiveness of the Hotline referral service, and to improve it, feedback was sought from all programs included in the database of providers. Because the Hotline serves such a wide array of programs, from rural volunteer affiliates to urban adult education centers, the task of accommodating needs and evaluating impact is largely dependent on advice and judgment from the field. There was a 26% response to the survey and the results are as follows (N=68).

a. Did the Hotline impact your program?

50% Yes 43% No 7% No response

- Consensus of respondents who responded affirmatively was that the Hotline impacted their program in two ways: first, by publicizing the literacy problem to the public, and second, as a consequence, attracting more tutors and students to their program.

- Those indicating there was no impact generally cited the lack, or limited number, of referrals as the basis for their response. (Approximately 60% of all providers received 3 or fewer referrals during the project year. See Appendix A for details.)

b. Is the referral system adequate?

71% Yes 7% No 22% No response

- The majority of positive respondents felt that the referral service was more than adequate; that it has become more streamlined and faster with printed referrals and monthly summaries providing a constant update.

- Those responding negatively asserted that the referrals were sometimes outside their area of service, and felt that many potential students were unreachable by phone or mail.

c. Have you used the Hotline in local or regional promotion?

18% Yes 6% No 76% No response

- Asked if they intended to use it in the future, 32% indicated that they did and 50% that they did not. The methods cited for future publicity included, in order of frequency: TV PSA's, radio advertising, grocery bags, brochures, and posters.

d. Twenty-three percent (23%) of the respondents indicated that those referred by the Hotline displayed noticeable characteristics, specifically, the student referrals were highly motivated, persevering, and somewhat anxious. In addition, the volunteers stood out as being committed to the task, but generally needed more information about tutor qualifications.

e. Asked if there were any unexpected benefits attributed to the Hotline, 34% indicated the following areas: Increased awareness (illiteracy, LVA, etc.); networking with other providers; more volunteers and more students. Six people (9%) indicated that there were unexpected problems, specifically, the need for more volunteer training opportunities, proper placement of volunteers, and geographically mismatched referrals.

f. Providers were asked for general comments or suggestions about the Hotline. Suggestions were made by 43% of the respondents, however they tended to be out of the realm of the Hotline. Most suggestions involved the need for greater publicity, especially promoting ESL. Respondents were generally enthusiastic and supportive of the Hotline in spite of a disappointing number of referrals. Greater State and regional promotion was suggested since some rural areas view the Hotline as too remote and impersonal to actually affect their program. Other specific recommendations include: more comrehensive listing of services/contacts by the system; a more streamlined, speedier referral process; more specificity regarding student qualifications, age, etc.; more details about callers, i.e., date of call, class time preferred.

g. Respondents were invited to indicate an interest in receiving a copy of the Hotline Year-End Report; 85% responded affirmatively.

Conclusions

Based on the statistics detailed in the foregoing charts and graphs, the survey feedback just enumerated, comments by providers encountered throughout the project cycle and the general operation of the referral process itself, all indications are that the Hotline is a useful component of the adult education delivery system in the State.

In light of the estimated 2 million adults in New York without the basic skills necessary for reading at the sixth-grade level, the Hotline's impact on the State level is small; yet, on an individual level it has been great. Callers to the Hotline, especially students, repeatedly express a deep level of gratitude for the service we provide.

While the primary goal of the Hotline referral service is to assist adult learners locate the best possible educational service available, it also serves all those concerned with literacy across the State with an avenue for promoting programs on a local, regional and state level. It also expedites inquiries generated by national campaigns by providing far more detailed information than would be possible by the Contact Literacy Center, the national literacy clearinghouse.

There was much discussion, prior to beginning the Hotline service, about the hours of operation and the best approach to evening and weekend coverage. As detailed in Figure 3, the vast majority of callers, 70.84%, received referral information at the time of call. Since only 9% of all referrals made were initially received by the answering machine the decision regarding personned hours appears to be cost effective.

Consideration was also given to the number of telephone lines needed; given the volume of calls received, the one line deemed appropriate has proven to be adequate. The range of calls per day was 0 to 74, with an average of 12.57%.

Another concern was the availability of foreign language operators; during the entire project cycle only one call was received from a non-English speaking person and that call was fielded by the Spanish-speaking research aide in the office.

During the initial months of Hotline operation, as computer operations were first implemented, there was concern about the efficacy of the Apple system being used. It proved to be utilitarian but an upgraded system will greatly enhance the provider referral and follow-up process. Many of the specific suggestions provided in the feedback summary would be accomplished with another system that would allow for more detailed reports and greater specificity of database records.

In conclusion, the New York State Literacy Hotline has provided a toll-free referral service to 2,766 callers seeking information about the State's adult education opportunities. By linking people with local programs it helped to maximize the State's adult education resources. Statistics garnered from the database of clients that reflect the volume, type and distribution of calls will provide valuable information in determining future directions of programs and marketing strategies. Most importantly, as it provides a personalized response to potential clients, literacy is elevated in the public's eye and much good will is generated among inquirers and providers.

Summary of Referrals
(September 1986 - June 1987)
NEW YORK STATE LITERACY HOTLINE

APPENDIX A

Agency	City	Total Referrals
Adelphi Univ. Refugee Assist. Program	Hempstead	1
Adriance Memorial Library	Poughkeepsie	-
Adult Learning Center	Albany	43
Adult Literacy Program	Jamaica	2
Afton Consortium of Schools	Afton	1
Albany Public Library	Albany	1
Alden CSD	Alden	1
Amityville Junior H.S.	Amityville	6
Auburn School District	Auburn	6
Bay Shore Public Schools	Bay Shore	2
Bayport-Bluepoint UFSD	Bayport	-
Bellmore-Merrick C.H.S.D.	North Merric	2
Binghamton City S.D.	Binghamton	4
Brentwood UFSD	Brentwood	8
Broome-Tioga BOCES/Adult Learning	Johnson City	1
Buffalo & Erie Co. Public Library	Buffalo	1
Buffalo EOC	Buffalo	21
Buffalo Public Schools	Buffalo	52
Canajoharie Central School	Canajoharie	2
Capital District EOC	Troy	9
Cattaraugus-Allegany	Olean	7
Cayuga-Onondaga BOCES	Auburn	1
Central Islip Senior H.S.	Central Isli	3
Chatham High School	Chatham	-

Agency	City	Total Referrals
Chautauqua County BOCES	Ashville	2
Chautauqua-Catt. Library System	Jamestown	2
Cherry Valley	Cherry Valle	-
Cohoes City School District	Cohoes	-
Comm. Coll. of the Finger Lakes	Canandaigua	1
Commack Public Schools	Commack	2
Connetquot Central Schools	Bohemia	-
Copiague Public Schools	Copiague	-
Cornwall Central H.S.	Cornwall	-
Dunkirk	Dunkirk	1
Dutchess County BOCES	Poughkeepsie	8
East Bloomfield C.S.	East Bloomfi	5
East Irondequoit	Rochester	1
East Islip High School	Islip Terrac	-
East Meadow High School	East Meadow	1
East Ramapo (Spring Valley)	Spring Valle	1
Ellenville Central School	Ellenville	4
Elmira City School District	Elmira	1
Erie I BOCES	Lancaster	2
Erie-Cattataugaus BOCES	Orchard Park	6
Evans-Brant (Lake Shore) C.S.	Angola	5
Franklin-Essex-Hamilton BOCES	Malone	-
Freeport Public Schools	Freeport	11
Friend - Tutor Program	Stone Ridge	-

Agency	City	Total Referrals
Frontier Central	Hamburg	3
Fulton City School District	Fulton	2
Gates-Chili Central School	Rochester	-
Genesee Community College	Batavia	1
Genesee-Wyoming BOCES	Batavia	1
Gillam-Grant Comm. Ctr.	Bergen	2
Glen Cove City School District	Glen Cove	-
Gloversville CSD	Gloversville	-
Grand Island	Grand Island	1
Great Neck Adult Learning Center	Great Neck	3
Greater Amsterdam Sch. Dist.	Amsterdam	2
Greece Central School District	N. Greece	4
Half Hollow Hills C.S. Dist.	Melville	4
Hancock Central School	Hancock	-
Haverstraw-Stony Point	Thiells	4
Hempstead High School	Hempstead	18
Herkimer BOCES	Herkimer	2
Herkimer Co. Community College	Herkimer	-
Hewlett-Woodmere UFSD	Woodmere	1
Hicksville Public Schools	Hicksville	8
Highland Falls	Highland Fal	1
Hispanic Literacy Program	Buffalo	-
Horseheads Central Schools	Millport	-
Hudson Area Association Library	Hudson	-

Agency	City	Total Referrals
Hudson City School District	Hudson	7
Human Resources Center	Albertson	1
Ibero-American Action League, Inc	Rochester	2
Iroquois CHS	Elma	-
Jamestown Public Schools	Jamestown	3
Jeff-Lew-Ham-Herk-Oneida BOCES	Glenfield	2
JEIC, C-E-F Library System	Plattsburgh	-
Johnston CSD	Johnstown	1
Kenmore-Town of Tonawanda UFSD	Kenmore	2
Kingston High School	Kingston	9
La Alternativa	Buffalo	-
La Union Hispanica	Patchogue	1
Lackawanna Senior High School	Lackawanna	1
Lancaster Central Schools	Lancaster	-
Lawrence Continuing Education	Lawrence	8
Levittown UFSD	Levittown	-
Lindenhurst	Lindenhurst	3
Literacy Council Greater Newburgh	Newburgh	3
Livingston-Steuben-Wyoming BOCES	Mt. Morris	2
Lola T. Martin/Literacy Council	Hempstead	29
Long Beach Adult Learning Center	Long Beach	4
Long Island EOC	Farmingdale	9
Longwood	Middle Islan	2
LVA - Albany	Albany	94

Agency	City	Total Referrals
LVA - Allegany County	Belmont	3
LVA - Broome/Tioga County	Endwell	12
LVA - Buffalo/Erie Co.,Inc.	Buffalo	102
LVA - Cayuga County	Cato	10
LVA - Central Southern Tier	Elmira	8
LVA - Central Valley	Central Vall	20
LVA - Chenango County	Norwich	1
LVA - Clinton County	Plattsburgh	2
LVA - Columbia/Greene	Catskill	1
LVA - Dunkirk/No.Chautauqua Co.	Dunkirk	6
LVA - Dutchess County Affiliate	Poughkeepsie	31
LVA - Eastern Rensselaer Co.	Berlin	4
LVA - Essex County	Elizabethtow	1
LVA - Franklin County	Malone	1
LVA - Fulton County	Johnstown	11
LVA - Genesee County	Batavia	2
LVA - Glens Falls	Glens Falls	12
LVA - Greene/Columbia Counties	Hudson	23
LVA - Jamestown Area	Jamestown	6
LVA - Jefferson County	Adams	7
LVA - Livingston County	Geneseo	5
LVA - Lockport	Lockport	4
LVA - Malone	Malone	-
LVA - Middletown	Middletown	4

Agency	City	Total Referrals
LVA - Mohawk Valley/Mid York Lib.	Utica	25
LVA - Montgomery County	Fonda	1
LVA - Nassau Co.,Inc.	Hempstead	333
LVA - Newburgh	Newburgh	6
LVA - Niagara Falls	Niagara Fall	12
LVA - North Tonawanda	North Tonawa	3
LVA - North Westchester	Mt. Kisco	-
LVA - Olean	Olean	9
LVA - Oneonta	Oneonta	7
LVA - Ontario County	Canandaigua	7
LVA - Orleans County	Albion	6
LVA - Oswego County	Oswego	9
LVA - Putnam	Mahopac	20
LVA - Rochester, N.Y., Inc.	Rochester	78
LVA - Rockland County	New City	57
LVA - Saratoga, Inc.	Saratoga Spr	35
LVA - Schenectady	Schenectady	44
LVA - Seneca County	Waterloo	3
LVA - St. Lawrence County	Canton	5
LVA - Suffolk County, Inc.	Bellport	258
LVA - Sullivan County	Liberty	7
LVA - Syracuse	Syracuse	31
LVA - Tarrytowns	Tarrytown	13
LVA - Tompkins County	Ithaca	7

Agency	City	Total Referrals
LVA - Tri Lakes	Saranac Lake	-
LVA - Troy	Troy	40
LVA - Wayne County, Inc.	Newark	11
LVA - Westchester County	Valhalla	203
LVA - Wyoming County	Warsaw	3
Madison-Oneida BOCES	Verona	2
Mahopac Library	Mahopac	-
Malverne Senior High School	Malverne	-
Mamaroneck High School	Mamaroneck	11
Manhasset UFSD	Manhasset	-
Marlboro Elementary School	Marlboro	-
Maryvale Community Education	Cheektowaga	6
Middle Country	Selden	7
Middletown City Schools	Middletown	2
Mohawk Valley Community College	Utica	1
Monroe I BOCES	Fairport	1
Monroe II Orleans BOCES	Spencerport	3
Moravia CSD	Moravia	-
MT. Vernon Public Schools	Mt. Vernon	15
N. Tonawanda Public Library	N. Tonawanda	-
Nassau BOCES Tech. Cntr.	Carle Place	75
New Berlin Library	New Berlin	-
New Paltz Central Schools	New Paltz	2
New Rochelle High School	New Rochelle	15

Agency	City	Total Referrals
Newburgh Free Academy	Newburgh	10
Niagara County Community College	Sanborn	1
Niagara Falls Adult Ed. Center	Niagara Fall	12
No. Tonawanda City Schools	North Tonawa	3
North Babylon UFSD	North Babylo	-
North Syracuse Central Schools	North Syracu	-
Northport-E. Northport UFSD	Northport	2
Norwich City School District	Norwich	1
Oceanside	Oceanside	10
Olean City Schools	Olean	2
Oneida BOCES	New Hartford	-
Onondaga-Cortland-Madison BOCES	Cortland	1
Onondaga-Madison BOCES	Liverpool	3
Onondage Community College	Syracuse	-
Orange-Ulster BOCES	Goshen	6
Orleans-Niagara BOCES	Sanborn	5
Oswego County BOCES	Mexico	2
Otsego-North Catskill BOCES	Milford	-
PACE-Education House	White Plains	-
Patchogue-Medford High School	Medford	6
Pearl River School District	Pearl River	-
Penn Yan Central School Dist.	Penn Yan	-
Phelps-Clifton Springs	Phelps	-
Plattsburgh High School	Plattsburgh	-

gency	City	Total Referrals
ort Chester UFSD	Port Chester	1
ort Jervis	Port Jervis	2
ort Washington UFSD	Port Washing	1
oughkeepsie	Poughkeepsie	1
utnam-Westchester BOCES	Yorktown Hei	14
ensselaer City Schools	Rensselaer	2
ensselaer-Columbia-Greene BOCES	Troy	12
ochester City Schools	Rochester	46
ochester EOC	Rochester	4
ockland County BOCES	West Nyack	13
oosevelt Public Schools	Roosevelt	1
oslyn Public Schools	Roslyn	-
ush-Henrietta Central Sch. Dist.	Henrietta	3
achem Central Schools	Holbrook	2
aratoga Springs CSD	Saratoga Spr	4
aratoga-Warren BOCES	Saratoga Spr	6
chenectady Co. Community College	Schenectady	-
eaford UFSD (Comm. Cntr)	Seaford	1
ewanhaka Central High Sch. Dist.	Elmont	5
mithtown Central Sch. Dist.	St. James	-
outh Colonie	Albany	-
outh Orangetown CSD	Blauvelt	6
pringville-Griffith Inst. CSD	Springville	1
t. Lawrence-Lewis BOCES	Norwood	3

ıency	City	Total Referrals
euben-Allegany BOCES	Bath	2
JC Brockport	Brockport	3
JC Oneonta	Oneonta	1
ıffolk County BOCES I	Westhampton	12
ffolk County BOCES II	Bellport	33
ffolk County BOCES III	Dix Hills	38
ıllivan County BOCES	Liberty	-
JNY Stony Brook	Stony Brook	-
ıeet Home School District	Amherst	1
⁄racuse City School District	Syracuse	6
⁄racuse EOC	Syracuse	-
arrytown UFSD	Tarrytown	7
ıree Village CSD	Setauket	3
iconderoga School	Ticonderoga	2
ɔmpkins-Seneca-Tioga BOCES	Ithaca	1
ɔnawanda Continuing Education	Tonawanda	1
⁄oy Public Library	Troy	-
lster Literacy Association	Kingston	31
tica City Schools	Utica	5
tica Community Action	Utica	2
alley Stream	Valley Strea	1
appingers Central School Dist.	Wappingers F	4
arren/Washington County JTPA	Lake George	-
ash-Warr-Hamil-Essex BOCES	Hudson Falls	5
lashington Irving Ed. Center	Schenectady	22
latertown City Schools	Watertown	2

gency	City	Total Referrals
aterviiet City Schools	Watervliet	5
atkins Glen Central School	Watkins Glen	-
averly High School	Waverly	-
ayne-Finger Lakes BOCES	Stanley	2
ebster Central School Dist.	Webster	-
est Islip	West Islip	-
est Seneca Central School	West Seneca	1
estbury Sr. High School	Westbury	2
estchester EOC	Yonkers	25
estfield YWCA	Westfield	-
hite Plains School District	White Plains	21
illiamson CSD	Williamson	-
m. Floyd UFSD No 32	Mastic Beach	10
yandanch UFSD	Wyandanch	1
onkers Public Schools	Yonkers	28
outh Careers Program	Cheektowaga	-
NED	Buffalo	23
NET	New York	23
XXI	Rochester	6
CNY	Syracuse	1
otal Referrals		2,638

Most Frequently Referred Programs
(September 1986 - June 1987)
NEW YORK STATE LITERACY HOTLINE

APPENDIX B

July 1, 1987

ɔgram:	City:	Total
ɜ-Nassau County, Inc.	Hempstead	333
ɜ-Suffolk	Bellport	258
ɜ-Westchester	Valhalla	203
ɜ-Buffalo	Buffalo	102
ɜ-Albany	Albany	94
ɜ-Rochester	Rochester	78
ssau BOCES Tech. Center	Carle Place	75
ɜ-Rockland	New City	57
ffalo Public Schools	Buffalo	51
:hester City Schools	Rochester	46
ɜ-Schenectady	Schenectady	44
ult Learning Center	Albany	43
ɜ-Troy	Troy	40
ffolk III BOCES	Dix Hills	38
ɜ-Saratoga	Saratoga Springs	35
ffolk II BOCES	Bellport	33
ɜ-Dutchess	Poughkeepsie	31
ster Literacy Association	Kingston	31
ɜ-Syracuse	Syracuse	31
la T. Martin Literacy Council	Hempstead	29
nkers Public Schools	Yonkers	28
stchester EOC	Yonkers	25
ɜ-Mohawk Valley	Utica	25
ED	Buffalo	23
ET		23

›gram:	City:	Total
›-Greene/Columbia Counties	Hudson	23
shington Irving Ed. Center	Schenectady	22
te Plains School District	White Plains	21
ffalo EOC	Buffalo	20
›-Central Valley	Central Valley	20
›-Putnam	Mahopac	20
›pstead High School	Hempstead	18
Vernon Public Schools	Mt. Vernon	15
› Rochelle High School	New Rochelle	15

DEVELOPMENT AND INSTALLATION OF A COMPUTERIZED DATABASE

submitted by

D-Vise, Inc.

Our initial proposal was submitted on January 7, 1985, and outlined the following five phase approach to develop and implement a statewide computerized student database:

1) Collect, document and analyze current system input/output forms and information.

2) Conduct on-site visit at three locations throughout the state for the purpose of studying and surveying current data collection systems; and gain a basic working comprehension of needs at the institutional level.

3) Survey at the local institutional level to evaluate available resources and determine effective use thereof in the new system.

4) Initialize a computerized database with associated equipment at the State level and selected local agencies.

5) Final development of a full statewide system and its implementation.

The breakdown was intended to allow for re-evaluation of our approach as the system progressed. Though the main objective, implementation of a statewide data base has not changed, the steps to this objective have been rearranged. Below is the current approach, taking into consideration what has already been completed:

Phase I - Collect, document and analyze current system input/output forms and information. ** COMPLETED

Phase II - Conduct on-site visits to three (3) agencies for the purpose of analyzing current operational needs at each of the sites. Implement a computerized data base capable of administrative program management and the generation of required state level and in-house reports. ** COMPLETED

Phase III - Conduct an extensive study and survey at the local institutional level to evaluate available computer hardware resources and determine their effectiveness in the proposed system. ** COMPLETED

Phase IV - Initialize a computerized data base with

associated equipment at the state level; at the same time install six (6) more local agency systems. In each instance the latest generic data base developed during Phase II would be used. ** COMPLETED

Site Installations:

Name	Contact Person
Onondaga-Cortland-Madison BOCES	Sylvia Connely
Oceanside School District	Morton Horowitz
Rochester School District	Claire Miles
Yonkers School District	William Bodack
Madison-Oneida BOCES	Rand Oaster
Niagara Falls	Gerardo Franciosa
Cattaragus-Allegany BOCES	Richard Rivers
Port Washington	Jean Napper
Schenectady School District	Edwin Agresta
Albany Adult Learning Ctr.	John Tracy
Great Neck School District	Elizabeth Buckley

Phase V - Develop software for transfer of test site data to the Bureau database. Initial transfer will be via floppy disk with electronic transfer to be further considered during 1988.

Phase VI - Map out strategies for implementing a statewide system. This would include training requirements, new equipment needed, maintenance for both hardware and software, system changes, software updates and manuals. Consideration would also be given to the eventual tie-in of agencies which have other computer systems currently in operation.

After the completion of Phase I and II, the following steps have be taken to accomplish Phase III and Phase IV:

1) A statewide study/survey was conducted at the local institutional level. The purpose of the study was to document information regarding currently available administrative dedicated computer hardware that would or could meet the requirements of the proposed generic data base. The second objective was to determine the scope of programs being administered, the approximate number of records which comprise the files and the methods of data collection. Information was then taken for the express purpose of developing an administrative computer system, using administrative-capable equipment and software.

2) Initiate installation of hardware and software at the state level (Bureau). A system was installed to maintain a separate summary file for each agency in the state which operates a Literacy Program. A file has been create for each major report format, including projections. Please refer to Final SED System Specifications of January 22, 1987. State, Federal and in-house reports may be generated from this data base. The data is entered manually by a keypunch, or system operator. The system is a prototype that may require revisions and modifications when a full statewide system is begun. Development of this system would allows for first hand operator and management experience during a period when time is not a critical factor in orchestrating a comprehensive statewide net. In other words, any delays in installing a statewide system in this approach would not delay the flow or analysis of information.

Simultaneously, the second part of Phase VI is completed in that eight new sites have had systems installed. The installation of these separate sites at one time has set the stage for a modular forward progression of agency installations. Manuals are being developed and curriculum for staff training refined, helping to insure more efficient installation as work progresses.

Now that there exist nine (9) active systems in the field using the generic data base format, electronic communication link-up may be studied. The initial transfer of information would be via mailing of floppy

disk containing the detail files necessary to generate the year end reports. This initial testing could be accomplished with three test sites from around the state. This would allow for comprehensive testing on a reasonable scale. Any bugs, deficiencies, improvements and additions to software could be accomplished more readily, under more manageable conditions.

The following Bureau level software objectives have been achieved:

The software was be developed using dBase III Plus.

The system is capable of accepting information from the field in the form of hardcopy reports, aggregate figures from these reports can be used to generate totals for Statewide reports. By allowing the entry of agency totals, the Bureau will have the ability to generate required Federal and State reports. Further, ABE/WEP Objectives projections submitted at the onset of the fiscal/school year may entered manually. When performance reports from local agencies are received, comparative analysis may then be computer generated for study.